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# CHALLENGES IN TEACHING WRITING SKILLS TO EFL LEARNERS.

**Axmatova Maxliyo Ag‘zam qizi**
Chirchik state pedagogical university
a student of Tourism faculty
Foreign language and literature, a 2nd year student

**ABSTRACT:** This article explores the major challenges in teaching writing skills to EFL (English as a Foreign Language) learners. Writing is considered one of the most complex language skills, as it requires the integration of grammar, vocabulary, organization, and critical thinking. Many EFL learners face difficulties due to limited language exposure, insufficient vocabulary, and lack of regular practice. In addition, psychological factors such as fear of making mistakes and low confidence further hinder their writing development. The study also highlights the impact of traditional teaching methods, which often emphasize theoretical knowledge over practical application. Based on these challenges, the article suggests that effective teaching strategies, including interactive activities, continuous feedback, and supportive learning environments, are essential for improving students’ writing skills. The findings emphasize the importance of a learner-centered approach in overcoming writing difficulties and enhancing overall language proficiency.

**KEYWORDS:** EFL learners, writing skills, language learning, teaching challenges, vocabulary, grammar, feedback, teaching methods, student motivation, writing development.

**АННОТАТЦИЯ:** Данная статья рассматривает основные трудности в обучении письменной речи учащихся, изучающих английский язык как иностранный (EFL). Письмо считается одним из самых сложных языковых навыков, поскольку требует интеграции грамматики, словарного запаса, логической организации и критического мышления. Многие учащиеся сталкиваются с трудностями из-за ограниченного языкового окружения, недостаточного словарного запаса и отсутствия регулярной практики. Кроме того, психологические факторы, такие как страх допустить ошибку и низкая уверенность в себе, также препятствуют развитию письменной речи. В статье также подчеркивается влияние традиционных методов обучения, которые часто делают акцент на теоретических знаниях, а не на практическом применении. На основе выявленных проблем предлагается использовать эффективные педагогические стратегии, включая интерактивные задания, постоянную обратную связь и создание поддерживающей образовательной среды. Результаты исследования подчеркивают важность ориентированного на учащегося подхода для преодоления трудностей и развития письменных навыков.

**КЛЮЧЕВЫЕ СЛОВА:** учащиеся EFL, письменная речь, изучение языка, трудности обучения, словарный запас, грамматика, обратная связь, методы преподавания, мотивация студентов, развитие письменных навыков.

**ANNOTATSIYA**: Ushbu maqolada ingliz tilini chet tili sifatida o‘rganuvchi (EFL) o‘quvchilarda yozma nutq ko‘nikmalarini o‘rgatish jarayonidagi asosiy muammolar tahlil qilinadi. Yozish eng murakkab til ko‘nikmalaridan biri bo‘lib, u grammatika, lug‘at boyligi, fikrni mantiqiy tashkil etish va tanqidiy fikrlashni o‘z ichiga oladi. Ko‘plab o‘quvchilar cheklangan til muhiti, yetarli lug‘at zaxirasining yo‘qligi hamda muntazam mashq yetishmasligi sababli qiyinchiliklarga duch keladilar. Bundan tashqari, xato qilishdan qo‘rqish va o‘ziga ishonchsizlik kabi psixologik omillar ham yozish ko‘nikmalarining rivojlanishiga salbiy ta’sir ko‘rsatadi. Maqolada an’anaviy o‘qitish

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usullarining kamchiliklari ham yoritilib, ular ko‘proq nazariy bilimlarga urg‘u berishi ta’kidlanadi. Tadqiqot natijalariga ko‘ra, interaktiv metodlar, doimiy fikr-mulohaza (feedback) va qo‘llab-quvvatlovchi o‘quv muhiti orqali yozish ko‘nikmalarini samarali rivojlantirish mumkin. Shuningdek, o‘quvchiga yo‘naltirilgan yondashuvning ahamiyati alohida ta’kidlanadi.

**KALIT SO’ZLAR:** EFL o‘quvchilari, yozish ko‘nikmalari, til o‘rganish, o‘qitish muammolari, lug‘at boyligi, grammatika, fikr-mulohaza, o‘qitish metodlari, o‘quvchi motivatsiyasi, yozish rivoji.

**INTRODUCTION:** In today’s globalized world, writing has become an essential skill for learners of English as a Foreign Language (EFL). It plays a crucial role in academic success, professional communication, and personal expression. However, teaching writing to EFL learners remains a challenging task for many educators. Writing is not only about using correct grammar and vocabulary, but also about organizing ideas logically and expressing them clearly. As Stephen Krashen emphasizes, language acquisition depends largely on meaningful exposure, which many EFL learners lack in non-English speaking environments. One of the main difficulties is that learners often have limited opportunities to practice writing outside the classroom. This results in low confidence and slow development of writing skills. Moreover, students frequently struggle with generating ideas and structuring their texts effectively. According to Jeremy Harmer, regular practice and constructive feedback are key factors in improving writing proficiency. In addition, psychological barriers such as fear of making mistakes can negatively affect students’ motivation and willingness to write. Understanding these challenges is essential for developing effective teaching strategies that support learners in overcoming difficulties and improving their writing skills.

One of the most significant challenges in teaching writing skills to EFL learners is their limited vocabulary and insufficient understanding of grammar rules. Many students face difficulties when they try to express their thoughts in English because they do not know the exact words or appropriate grammatical structures. As a result, their writing often becomes simple, repetitive, and less meaningful. This problem also affects their confidence, making them hesitate to participate in writing tasks. In many cases, learners know the idea they want to express in their native language but cannot transfer it effectively into English. This gap between thought and expression creates frustration and slows down their progress. According to Jeremy Harmer, vocabulary enrichment and grammar accuracy are essential components of writing development, and they require continuous practice, exposure, and feedback from teachers[1]. Without a strong linguistic foundation, students cannot develop advanced writing skills such as argumentation, coherence, and creativity. Another major issue in developing writing skills among EFL learners is the lack of regular practice and limited exposure to the English language. In many educational contexts, students only use English during classroom activities, which is not enough to develop fluency in writing. Writing is a productive skill that improves only through consistent practice, but many learners do not have opportunities to write outside school. This lack of exposure leads to slow progress, weak idea generation, and poor organization of thoughts. Students often struggle to start writing because they are not familiar with academic structures or common writing patterns in English. As Stephen Krashen explains, language acquisition becomes more effective when learners are exposed to meaningful and understandable input in a low-anxiety environment[2]. Therefore, without sufficient exposure and practice, students cannot fully develop their writing potential. Teachers need to encourage more writing tasks, journals, and interactive activities to improve learners’ skills.

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To overcome the challenges in teaching writing skills to EFL learners, several effective solutions and pedagogical recommendations can be implemented. First of all, teachers should adopt a student-centered approach in the classroom. This approach shifts the focus from teacher dominance to active student participation. When learners are given more opportunities to express their ideas, discuss topics, and engage in writing activities, their confidence and motivation gradually increase. Writing should not be treated as a purely mechanical task, but rather as a meaningful process of communication and self-expression. Another important solution is the use of regular writing practice. Students should be encouraged to write daily or weekly through journals, essays, short paragraphs, or creative tasks. Continuous practice helps learners improve vocabulary usage, grammar accuracy, and idea organization. In addition, writing tasks should be designed from simple to complex levels so that students can gradually build their skills without feeling overwhelmed. Providing constructive feedback is also essential. Feedback should not only focus on correcting errors but also guide students on how to improve their writing. Teachers should highlight strengths as well as weaknesses and give clear explanations. According to H. Douglas Brown, effective feedback plays a crucial role in language learning because it helps learners understand their mistakes and develop self-correction skills[3]. Without proper feedback, students may repeat the same errors and lose motivation.

Furthermore, interactive teaching methods such as peer review, group writing, and collaborative tasks should be implemented. These methods allow students to learn from each other, share ideas, and improve their writing through cooperation. As Jeremy Harmer emphasizes, writing is a process that involves planning, drafting, revising, and editing, and students need support at every stage of this process[4]. Another effective recommendation is the integration of technology in writing instruction. Digital tools such as blogs, online writing platforms, and grammar-checking applications can make writing more engaging and accessible. Technology also provides learners with instant feedback and opportunities for real-world communication. Improving writing skills among EFL learners requires a combination of interactive methods, continuous practice, supportive feedback, and modern teaching tools. When these strategies are applied effectively, students can overcome their difficulties and develop strong, confident writing abilities.

**CONCLUSION:** Teaching writing skills to EFL learners is a complex process that involves several linguistic, psychological, and pedagogical challenges. Students often face difficulties such as limited vocabulary, insufficient grammar knowledge, lack of practice, fear of making mistakes, and ineffective teaching methods. These factors negatively affect their ability to express ideas clearly and confidently in written form. As a result, writing is often considered one of the most difficult language skills to master in an EFL context. However, these challenges are not impossible to overcome. With the implementation of modern, student-centered teaching approaches, learners can significantly improve their writing abilities. Regular practice, meaningful writing tasks, and supportive classroom environments play a crucial role in developing students' confidence and competence. In addition, constructive feedback helps learners identify their mistakes and gradually improve their performance. As highlighted by Jeremy Harmer, writing should be viewed as a process that includes planning, drafting, revising, and editing, rather than just producing a final product[5]. When teachers guide students through each stage of this process, learners become more independent and effective writers. Therefore, improving writing instruction in EFL contexts requires continuous effort from both teachers and students. By combining effective strategies, motivation, and practice, learners can overcome their difficulties and achieve higher levels of writing proficiency.

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